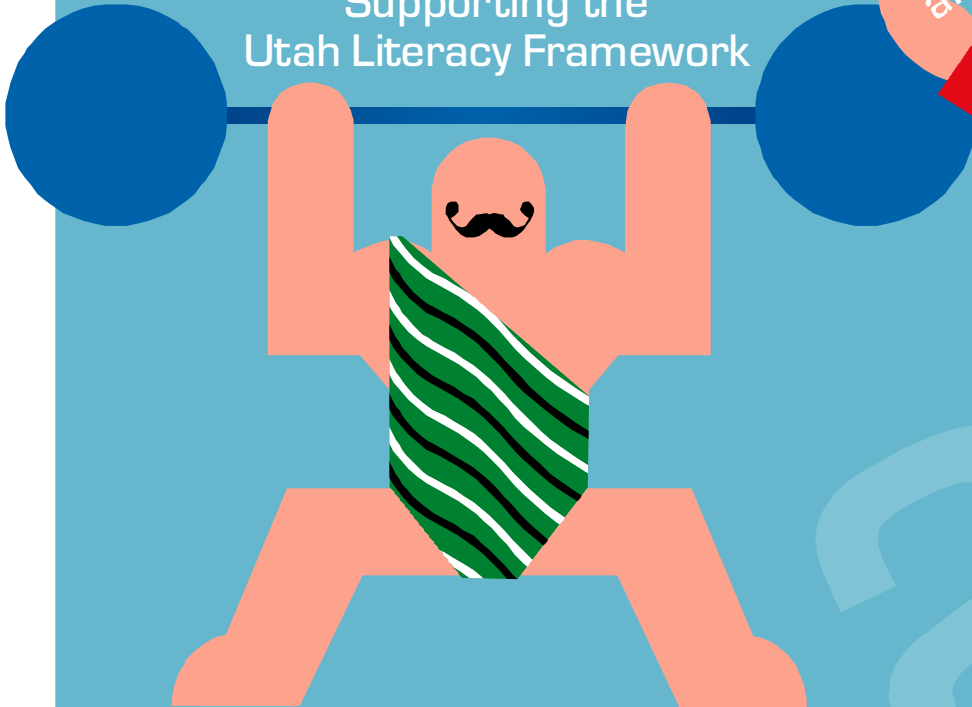


LITERACY ASSESSMENTS

Supporting the
Utah Literacy Framework

and the Utah Elementary Core Curriculum



Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200
Patti Harrington, Ed.D., State Superintendent of Public Instruction

ELEMENTARY

Literacy Assessments

Supporting the Utah Literacy Framework and the Utah Elementary Core Curriculum

UTAH STATE OFFICE OF EDUCATION

Patti Harrington
State Superintendent of Public Instruction

Christine Kearn
Associate Superintendent
Student Achievement and School Success

Brett Moulding
Director of Curriculum and Instruction

Lynne Greenwood
Elementary Language Arts Specialist

March 2005

UTAH STATE BOARD OF EDUCATION

250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

District 1

Teresa L. Theurer
66 Canterbury Circle
Logan, UT 84321
Phone: (435) 753-0740

District 5

Kim R. Burningham
932 Canyon Crest Drive
Bountiful, UT 84010
Phone: (801) 292-9261

District 9

Gary C. Swensen
1101 Framewood Ln
Taylorsville, UT 84123
Phone: (801) 281-8746

District 13

Linnea S. Barney
1965 South Main St.
Orem, UT 84058
(801) 225-4149

Bonnie Jean Beesley*

1492 E Kristianna Cir.
Salt Lake City, UT 84103
Phone: (801) 359-0295

District 2

Greg W. Haws
5841 West 4600 South
Hooper, UT 84315
Phone: (801) 985-7980

District 6

Tim Beagley
3974 South 3550 West
West Valley, UT 84119
Phone: (801) 969-6454

District 10

Laurel Brown
5311 SLucky Clover Ln
Murray, UT 84123
Phone: (801) 261-4221

District 14

Dixie Allen
1065 South 500 West
Vernal, UT 84078
Phone: (435) 789-0534

Sara V. Sinclair*

1340 North 1500 East
Logan, UT 84341-2851
Phone: (435) 438-5843

District 3

Edward Dalton
1323 Bryan Road
Erda, UT 84074
Phone: (435) 882-4498

District 7

John C. Pingree
1389 Harvard Avenue
Salt Lake City, UT 84105
Phone: (801) 582-5635

District 11

David L. Moss
1964 Hawk Circle
Sandy, UT 84092
Phone: (801) 572-6144

District 15

Debra G. Roberts
Box 1780
Beaver, UT 84713
Phone: (435) 438-5843

Patti Harrington

Executive Officer

District 4

Joyce W. Richards
930 East 5000 South
Ogden, UT 84403
Phone: (801) 479-5370

District 8

Janet A. Cannon
5256 Holladay Blvd.
Salt Lake City, UT 84117
Phone: (801) 272-3516

District 12

Mike Anderson
455 East 200 North
Lindon, UT 84042
Phone: (801) 785-1212

Twila B. Affleck

Secretary

TABLE OF CONTENTS

Introduction

Purpose of this Document	1
Purpose of Assessment	1
Types of Assessments	2
Criteria for Review and/or Recommendation	3
Description of the Columns in the Tables of Assessments	4

Assessments

Screening

Formal	7
Informal	10

Diagnostic

Formal	11
Informal	14

Progress Monitoring

Formal	15
Informal	17

Outcome

Formal	18
Informal	21

Cost and Contact Information	22
------------------------------------	----

INTRODUCTION

PURPOSE OF THIS DOCUMENT

This document was developed by the Utah State Office of Education (USOE) to provide assessment guidance to Utah districts and schools as they identify assessments to inform instruction and monitor student progress. The document (1) provides an overview of different types of assessments and their purposes, (2) identifies appropriate formal and informal assessments for these different purposes, and (3) assists educators in obtaining useful information to meet the needs of individual students. The focus of this document is on assessments for the purpose of making decisions about **individual** students. It is important to use only those assessments that are designed for this purpose. There are other assessments designed to make decisions about groups of students (such as grade level, whole school, or district-wide populations), many of which are mandated by state or federal law. Districts should provide ongoing professional development regarding the administration, monitoring, and application of data to guide instructional practices.

PURPOSE OF ASSESSMENT

Assessment is the process of collecting, reviewing, and using information to make educational decisions about student learning. Assessment information should be collected for the purpose of making different types of decisions. These decisions are based on results from the following types of assessments: Screening, Diagnostic, Progress Monitoring, and Outcome. The type of decision to be made is **why** the information is collected (e.g., to decide which students are not performing on grade level, to decide which skills a student has not yet mastered). The type of decision also determines **what** information is collected (e.g., general performance or specific skills), **when** it is collected (e.g., how often; before, during, or after instruction), **how** it is collected (e.g., group or individual administration, time needed to give a test), and from **which** students assessment information is collected (i.e., all students or only a subset). A key aspect of all assessment is that the information gathered is useful (i.e., tied to curriculum, related to instruction, a consistent and accurate measure of student performance). It is also important to note that some assessments can be used for multiple purposes. For example, the *Letter Sound Fluency* assessment could be administered for screening, diagnostic, progress monitoring, or outcome purposes in determining knowledge of letter sounds.

TYPES OF ASSESSMENTS

Screening Assessments

Why: To quickly and efficiently decide which students are at risk for literacy/reading difficulties. Screening is most valuable when followed by additional targeted instruction.

What: Critical skills known to be strong indicators of overall literacy/reading performance.

When: Assessments could be administered up to three times a year (fall, winter, and spring) before or during instruction.

How: Group or individual administration depends on the skills and assessments used to measure them. All Screening assessments should be quick and efficient to administer, score, and manage the information.

Which: All students should be given Screening assessments throughout the year. In order to conduct this type of assessment with all students, it is important to ensure that (1) the assessments are quick and efficient to administer and score, and (2) the information is easy to access and interpret. (This includes students in Tiers 1, 2, and 3.)

Diagnostic Assessments

Why: To help plan instruction by providing in-depth information about students' skills and instructional needs. Diagnostic assessments provide specific information needed to develop appropriate instructional interventions.

What: Specific skills known to be essential for literacy/reading proficiency.

When: When students have been identified as at risk. Diagnostic assessments should be given whenever a student is not making sufficient progress with quality instruction. Diagnostic assessments are typically conducted during instruction.

How: Individually administered, with ample opportunity for students to demonstrate performance. Because they need to provide in-depth information about specific skills, Diagnostic assessments typically take longer to administer. Therefore, it is important to use appropriate assessments that provide specific information that can be linked directly to instruction.

Which: Considering the time and resources needed to administer them, few students should be given Diagnostic assessments. (This includes some or most students in Tier 2 and all students in Tier 3.)

Progress Monitoring Assessments

Why: To determine whether students are making adequate progress with the current instruction they are receiving. Progress Monitoring is most valuable when information is collected and used on an ongoing basis to inform instruction.

What: Critical skills known to be strong indicators of overall literacy/reading performance.

When: May be administered weekly, biweekly, or monthly, depending on student need and the intensity of the intervention. These assessments are conducted during instruction and at a minimum of three times a year, using comparable and multiple test forms. The

more intensive the intervention, the more frequently Progress Monitoring should occur. Progress Monitoring ensures that all students continue to make adequate progress. It also ensures that individualized instruction is provided for those students at risk for failure.

How: Group or individual administration depends on the skills and assessments used to measure them. Due to the frequency of administration, Progress Monitoring assessments should be quick and efficient to administer, score, and manage the information.

Which: Students who are not performing at grade level should be given Progress Monitoring assessments on a routine basis. Students with the greatest need should be monitored most frequently. (This includes some students in Tier 1, most students in Tier 2, and all students in Tier 3.)

Outcome Assessments

Why: To provide an indication of a student's level of performance at a specific point in time. The student's level of performance is then compared to a standard such as grade level proficiency.

What: General or specific literacy/reading skills that the student is expected to have mastered by that point in time.

When: May be administered at the end of a unit, grading period, and/or year. Outcome assessments are conducted following instruction.

How: Group or individual administration depends on the skills and assessments used to measure them. If the outcome being measured is one that all students are expected to have achieved, group administration is more time-efficient.

Which: Typically, all students are given Outcome assessments. (This includes all students in Tiers 1, 2, and 3.) More than one Outcome assessment could be administered to provide multiple lines of evidence, especially if the CRT is used.

The Utah Alternate Assessment (UAA) would serve as the assessment instrument for evaluating the reading or pre-reading skills of students with severe cognitive disabilities.

CRITERIA FOR REVIEW AND/OR RECOMMENDATION

Reviewed and Recommended

The U. S. Department of Education formed the Reading First Assessment Committee (RFAC) to conduct an analysis of K-3 reading assessments and compare them to the purposes and standards included in the Reading First subsection of the No Child Left Behind Act. The purpose of this committee was to (1) establish criteria to review assessments, (2) apply these criteria to commonly used reading assessments, and (3) provide recommendations about the assessments reviewed. Twenty-nine reading assessments were reviewed using 18 specific, technical criteria in the following 5 categories: (1) development and administration, (2) acquisition, (3) reliability, (4) validity, and (5) use. These assessments were reviewed for use with grades K-3; screening, diagnostic, progress

monitoring, and outcome purposes; and each of the five components of early literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension). These criteria were derived from best practice in education. To obtain the complete review, see <http://idea.uoregon.edu/assessment/index.html>. This report was issued in May 2002, and was designed as a first step toward establishing national guidelines for best practice in assessment of reading. The RFAC acknowledged the need for continued work in this area. To date, no other group has performed an assessment review on such a large scale. In the absence of other reviews, the Utah State Office of Education (USOE) plans to annually convene a committee to apply these criteria to assessments that were not reviewed by the RFAC, but are of interest to districts or schools in Utah. Even though the USOE **does** recommend the use of the Core Curriculum Criterion-Referenced Tests (CRTs), a gain score within one school year cannot be reliably determined using the CRTs.

This document was not designed to provide an exhaustive list of all current assessments, nor was it designed to endorse only those assessments reviewed by the RFAC. The assessments designated with an asterisk (*) were reviewed by the RFAC. All others were not, but they do have some educational merit and use. When the USOE convenes a committee to review assessments, these assessments and others will be reviewed and this document will be updated accordingly. In the absence of a formal review it is recommended that, should a district or school choose to use an assessment that has not been nationally reviewed (or an assessment not listed in this document), rationale and justification for its use should be provided to the USOE.

Informal Assessments and Observations

These assessments may provide additional information about student learning to assist educators in meeting the needs of students. Informal assessments, by design, provide general procedures for administration and scoring. Therefore, informal assessments are not developed to meet the technical criteria applied to more formal measures of Screening, Diagnostic, Progress Monitoring, or Outcome assessments. Due to the nature of informal assessments, they should be used in conjunction with formal assessments and not as a replacement.

DESCRIPTION OF THE COLUMNS IN THE TABLES OF ASSESSMENTS

Major Components

OL *Oral Language*. This area was not reviewed by the RFAC, but is included in the Core Curriculum.

CP *Concepts of Print*. This area was not reviewed by the RFAC, but is included in the Core Curriculum.

PA Phonemic Awareness. An X indicates the assessment was recommended for use in this area by the RFAC.

PH Phonics. An X indicates the assessment was recommended for use in this area by the RFAC.

S Spelling. This area was not reviewed by the RFAC, but is included in the Core Curriculum.

F Fluency. An X indicates the assessment was recommended for use in this area by the RFAC.

V Vocabulary. An X indicates the assessment was recommended for use in this area by the RFAC.

C Comprehension. An X indicates the assessment was recommended for use in this area by the RFAC.

W Writing. This area was not reviewed by the RFAC, but is included in the Core Curriculum.

NOTE: An X indicates the assessment has been reviewed by the RFAC and was found to provide information that is sufficient for use in these areas. An O indicates the assessment purports to provide information in these areas. However, no formal review has been conducted to confirm its use.

Grade Range

K-3 or 4-12 indicates the grade range for which the assessment was designed. Specific information about age-appropriate use is provided in the **Recommended Use** column. It should be noted that the RFAC only reviewed evidence for use in grades K through 3.

Administration

Indiv. or **Group** indicates whether that assessment is administered individually or to a group of students (such as an entire class). **Time** indicates the amount of time needed to administer that assessment. Please note that additional time is often needed to score, interpret, and manage the information. This is critical to the usefulness of the information and should not be overlooked when identifying and adopting assessments.

Administrator

Training indicates the amount of time needed to be trained in the administration of that assessment. Additional time may be required for interpretation and management of the information.

Prof. or Para. indicates whether that assessment should be administered by a trained educator or whether it can be administered by a trained paraprofessional. This information is based on recommendations received from the publisher of each assessment.

Test Design

Norm indicates that the assessment is Norm-Referenced.

CR indicates that the assessment is Criterion-Referenced.

Alt. Forms indicates whether alternate forms are provided. The number of additional forms should be clarified with the publisher.

Language indicates the language(s) in which that assessment is available.

Recommended Use /Comments

This section provides more detailed about each assessment's unique design and purpose.

NOTES

Empty boxes indicate that information was not available when this report was compiled. This document will be updated as this information becomes available. The tables provide general information about which assessments were recommended for the different types of assessment. However, for some of the assessments, only certain sections or subtests were recommended for specific uses. For example, the Woodcock-Johnson III Tests of Achievement (WJIII-Ach) Basic Reading Skills Composite was recommended as a phonics screening assessment for grades 1-3. This illustrates that the entire WJIII-Ach does not need to be administered to make screening decisions about phonics, only the Basic Reading Skills Composite (the Letter-Word Identification and Word Attack subtests).

Formal Screening Reading Assessments

Reviewed and Recommended																							Note: An X indicates the assessment has been reviewed and was found to provide information that is appropriate to use in these areas. An O indicates the assessment purports to provide information in these areas. However, no formal review has been conducted to confirm its use. An * indicates the assessment was reviewed by the Reading First Assessment Committee (RFAC) and found sufficient for use in the areas indicated.	
OL - Oral Language										CP - Concepts of Print				PA - Phonemic Awareness			PH - Phonics		S - Spelling		F - Fluency		V - Vocabulary	
														C - Comprehension			W - Writing							
Formal Screening Assessment		Major Components								Grade Range		Administration			Administrator			Test Design				Recommended Use / Comments		
	OL	CP	PA	PH	S	F	V	C	W	K-3	4-12	Indiv.	Group	Time	Training	Prof.	Para.	Norm	CR	Alt. Form	Language			
Bader Reading and Language Inventory, 5th Edition	O	O	O	O	O	O	O	O	O	X	X	X		Varies with # of tests	3-4 hrs.	X			X	Yes	English	Comprehensive assessment, includes major components of reading and writing. Appropriate for preK - adult and ELL. Complete battery includes tests for developing literacy skills, as well as a math subtest and interest inventory.		
Basic Early Assessment of Reading (BEAR)	O	O	O	O	O	O	O	O	O	X	X	X	X	50-75 min.		X				No	English	Comprehensive assessment of reading and writing. Available in consumable workbook format or computer-administered. Scoring and reporting software available through publisher.		
Brigrance Comprehensive Inventory of Basic Skills Curriculum	O	O	O	O	O	O	O	O		X	X	X	X	30-45 min.		X		X		Yes	English Spanish	Appropriate for preK-9. Comprehensive assessment that gives special attention to word analysis (position of sounds/letters in words) and blends and digraphs. Complete battery contains subtests in speech, writing, basic math, graphs, maps and reference skills.		
*Comprehensive Test of Phonological Processing (CTOPP)			X							X		X		30 min.		X		X		No	English	Assesses PA, specifically initial sounds, blending and segmentation. There is one version for 5 - 6-year-olds and another version for 7-year-olds and older.		
*Curriculum-Based Measurement (CBM): Oral Reading Fluency						X				X	X	X		1-3 min.	Less than 1 hour	X	X		X	Yes	English Spanish	Assesses oral reading fluency by asking students to read connected text.		
*Degrees of Reading Power (DRP)								X		X	X	X	X	45 min.	1 hr.	X		X	X	Yes	English	Assesses silent reading comprehension through cloze procedure. Students silently read passages and choose the answer that best fills in the blank.		
Developmental Reading Assessment (DRA)						O		O		X	4-8	X		20 min.	3-4 hrs.	X			X	Yes	English Spanish	Primarily for K - 3. Found useful among Reading Recovery teachers. Graded reading passages, presented in book form, range from simple predictable text to complex folk-tales. Provides student reading levels according to Reading Recovery leveling system.		
Diagnostic Assessment of Reading (DAR)				O	O	O	O	O		X	X	X		20-30 min.	2 hrs.	X		X			English	Appropriate for grade 1 - adult. Used as the assessment component of DARTTS. The DAR is used to help teachers identify effective Trial Teaching Strategies (TTS). TTS procedures are suitable for all teaching approaches and are used flexibly to aid students reading at any level.		
Dominie Reading and Writing Assessment, 2nd Edition		O	O	O	O	O			O	X	X	X	X		1 day	X	X			Yes	English Spanish	Administration time and individual vs. group format vary according to subtest: reading subtest 20 min., other subtests 10 min. Useful for Special Ed. and ELL students. Complete assessment includes portfolio, teacher observation and performance components.		
*Dynamic Indicators of Basic Early Literacy Skills - 6th Ed. (DIBELS)			X	X		X				X	X	X		1 min. per test	1-4 hrs.	X	X		X	Yes	English Spanish	Quick assessment of PA, phonics and fluency. Specific subtests include Letter Naming, Initial Sound, Phonemic Segmentation, Nonsense Word, Oral Reading. Complete battery takes only 7 minutes per child. Online score analysis and data generation available.		
*Early Reading Diagnostic Assessment (ERDA)		O	X	X		O	O	X		X		X		45-60 min.	1-4 hrs.	X		X		No	English	Assesses major components of reading: PA through segmentation; phonics through letter naming and nonsense word reading; oral vocabulary through picture identification; fluency through sentence reading; and comprehension through story retell and questioning.		
Early Screening Inventory (ESI-R)	O									X		X		15-20 min.		X				No	English Spanish	Brief screening for children 3 to 6 years of age. Identifies children who may need special education services. Available for two age groups: the Early Screening Inventory-Preschool (ESI-P) is for children ages 3 to 4 1/2 years and the Early Screening Inventory-Kindergarten (ESI-K) covers children ages 4 1/2 to 6 years.		
Expressive Vocabulary Test (EVT)	O						O			X	X	X		15 min.	1-4 hrs.	X	X	X		No	English	Brief screening of expressive vocabulary. The first 38 items are labeling items - the examiner points to a picture or a part of the body and asks a question. The remaining 152 items are graded word lists wherein the examinee must generate a synonym for the test word. The test word is accompanied by a picture.		

Formal Screening Reading Assessments

Reviewed and Recommended																								
Note: An X indicates the assessment has been reviewed and was found to provide information that is appropriate to use in these areas. An O indicates the assessment purports to provide information in these areas. However, no formal review has been conducted to confirm its use. An * indicates the assessment was reviewed by the Reading First Assessment Committee (RFAC) and found sufficient for use in the areas indicated.																								
OL - Oral Language CP - Concepts of Print PA - Phonemic Awareness PH - Phonics S - Spelling F - Fluency V - Vocabulary C - Comprehension W - Writing																								
Formal Screening Assessment	Major Components										Grade Range		Administration			Administrator			Test Design				Recommended Use / Comments	
	OL	CP	PA	PH	S	F	V	C	W	K-3	4-12	Indiv.	Group	Time	Training	Prof.	Para.	Norm	CR	Alt. Form	Language			
Fox in a Box	O	O	O	O	O	O	O	O	O	X		X	X	30 min.	2 hrs.	X			X	No	English	Assessment is designed to track student literacy development over time. An assessment plan is designed from mid-K - grade 2. Resources are provided to help teachers track student data during that period of time. On-line score management available.		
*Gray Oral Reading Test IV (GORT-IV)						X		X		X	X	X		15-30 min.	1-4 hrs.	X		X		Yes	English	Assesses oral reading fluency, including accuracy and reading rate. Comprehension is assessed through oral read text. Checklist available to record student's reading behavior, including attitude.		
Group Reading Assessment & Diagnostic Evaluation (GRADE)		O	O	O			O	O		X	X	X	X	45-90 min.		X		X		Yes	English	Alternate forms are available at each level, allowing for pre-, post-test format. Number of subtests varies with level, ranging from 5 - 7. Assesses expressive and receptive vocabulary, word meaning, PA: initial sounds, ending sounds and rhyming; sound matching, print awareness and both reading and listening comprehension.		
*Iowa Test of Basic Skills (ITBS)			X	X	O		X	X	O	X	X	X	X	90 min.-2 hrs. 15-30 min. per subtest		X	X	X		Yes	English	Total time to administer complete test: 130 - 170 min., 15 - 30 min. per subtest. Specific subtests include Vocabulary, Reading Comp, Language Usage, Math, History, Social Studies and Science. At least 1 Math subtest required to calculate Core Total. Available in Braille and Large Print editions.		
Kaufman Survey of Early Academic and Language Skills (K-SEALS)	O	O		O			O	O		X		X				X		X			English	Primarily for preK - 1. Assesses pre-reading and school readiness tasks, specifically expressive skills, receptive skills, number skills and reading. Machine score sheets and score analysis available on-line through publisher.		
*Letter Sound Fluency				X						X		X		1 min.	Less than 1 hr.	X	X			Yes	English	Assesses knowledge of letter sounds only. Appropriate for K-1.		
*Peabody Picture Vocabulary Test (PPVT-3)	O						X			X	X	X		12 min.	1 - 4 hrs.	X	X	X		Yes	English Spanish	Primarily for preK - 3, but useful at higher levels as well. Assesses a wide range of listening vocabulary for standard English. No reading or writing required of examinee.		
*Phonological Awareness Test			X	X						X		X		40 min.	Less than 1 hr.	X				No	English	Appropriate for K-1 assessment of PA, including segmenting, isolation, deletion, substitution, rhyming and blending. Some phonological skills associated with decoding also assessed.		
Scholastic Reading Inventory (SRI)									O	X	X	X	X	40-60 min.		X		X		Yes	English Spanish	Assesses comprehension. Determines reading levels. Personalized booklists and school-to-home letter provided with administration materials. Examinee selects area of interest and reads fiction and/or nonfiction text. Available in 2 forms: SRI Print and SRI Interactive. SRI Print is a consumable print product that can be administered whole group. SRI Interactive is a computer-generated test taken individually; requires computer and license. Software available to score and interpret test results.		
*Test of Word Reading Efficiency (TOWRE)				X		X				X		X		5-8 min.	1-4 hrs.	X	X			Yes	English	Useful for assessing student ability to read words based on visual appearance. Subtests include Word Reading Efficiency (familiar word list), Sight Word Efficiency (sight word list) and Phonemic Decoding Efficiency (nonsense word list).		
Test of Written Spelling-3 (TWS-3)					O					X	X	X	X	20 min.		X	X	X		Yes	English	Administered using a dictated word format. Word lists generated from common spelling rules and basal spelling programs.		
*Texas Primary Reading Inventory (TPRI)		X	X	X	O	X	X	X		X		X		25 min.	25 min.	X			X	Yes	English Spanish	Assessment for K - 2. Provides a raw score that is translated to reflect whether a student has developed skills or skills are still developing. Subtests include Graphophonemic Knowledge, Phonemic Awareness, Book & Print Awareness, Word Reading, Reading Comp. and Listening Comp.		
Utah Criterion-Referenced Tests (CRT)	X	X	X	X	X		X	X	X	X	X		X	1 hr. 20 min.		X			X	Yes	English	Assessment required in grades 1 - 6.		
Utah Direct Writing Assessment						X			X		X		X	1 hr.		X					English	Administered in grades 6 and 9.		
Utah Kindergarten Assessment (pretest)	X	X	X				X	X		X		X		Less than 1 hr.		X				Yes	English Spanish	Administered as a pretest in kindergarten.		

Formal Screening Reading Assessments

Reviewed and Recommended																						
Note: An X indicates the assessment has been reviewed and was found to provide information that is appropriate to use in these areas. An O indicates the assessment purports to provide information in these areas. However, no formal review has been conducted to confirm its use. An * indicates the assessment was reviewed by the Reading First Assessment Committee (RFAC) and found sufficient for use in the areas indicated.																						
OL - Oral Language CP - Concepts of Print PA - Phonemic Awareness PH - Phonics S - Spelling F - Fluency V - Vocabulary C- Comprehension W - Writing																						
Formal Screening Assessment	Major Components									Grade Range		Administration			Administrator			Test Design				Recommended Use / Comments
	OL	CP	PA	PH	S	F	V	C	W	K-3	4-12	Indiv.	Group	Time	Training	Prof.	Para.	Norm	CR	Alt. Form	Language	
Woodcock Diagnostic Reading Battery (WDRB)	O		O	O			O	O		X	X	X		50-60 min.		X		X		No	English	Includes 11 subtests. Certain subtests can be clustered together to assess emergent literacy skills (manual provides clustering information). Assesses phonics: nonsense word attack; PA: blending and substitution; or vocabulary: naming letters and words or producing synonyms and antonyms for provided words; oral and silent comprehension: modified cloze procedure. Recommended for Tier 3 referrals and Special Education use.
*Woodcock-Johnson III Test of AchievementBasic Reading Skills Composite	O		O	X	O	O	X	X	O	X		X		5-15 min	4 - 8 hrs.	X		X		Yes	English Spanish	Complete Woodcock-Johnson Battery consists of 2 distinct batteries: Test of Achievement and Test of Cognitive Abilities (can be purchased and administered separately). Test of Achievement consists of 2 forms (A and B) that are divided into 2 batteries, Standard and Extended. Standard battery provides broad scores, whereas Extended battery provides more diagnostic information. Complete Battery provides a comprehensive assessment of emergent literacy skills. Total time to admin. complete test: 60 - 70 min. Each subtest approx. 5 - 15 min. Computer scoring and profiling software available. Recommended for Tier 3 referrals and Special Education use.
*Woodcock Reading Mastery Test - Revised (WRMT-R)				X			X	X		X	X	X		10-30 min.	4 - 8 hrs.	X		X		Yes	English	Total time to administer complete test 90 - 120 min. Each subtest approx. 5 - 15 min. Six subtests assess visual-auditory learning, letter and word identification, word attack (decoding), word comprehension (vocabulary) and reading comprehension. Software available for scoring. Test comes with 2 equivalent versions which can be used for pre- and post-test assessment. Recommended for Tier 3 referrals and Special Education use.
*Yopp-Singer Test of Phoneme Segmentation			X							X		X		5-10 min.	Less than 1 hr.	X	X			No	English	Quick, inexpensive assessment of phonemic segmentation ability in preK, K and 1

Informal Screening Reading Assessments

Reviewed and Recommended																							Note: An X indicates the assessment has been reviewed and was found to provide information that is appropriate to use in these areas. An O indicates the assessment purports to provide information in these areas. However, no formal review has been conducted to confirm its use. An * indicates the assessment was reviewed by the Reading First Assessment Committee (RFAC) and found sufficient for use in the areas indicated.									
OL - Oral Language										CP - Concepts of Print				PA - Phonemic Awareness				PH - Phonics			S - Spelling			F - Fluency			V - Vocabulary					
										C- Comprehension				W - Writing																		
Informal Inventory / Observation		Major Components									Grade Range		Administration			Administrator			Test Design				Recommended Use / Comments									
		OL	CP	PA	PH	S	F	V	C	W	K-3	4-12	Indiv.	Group	Time	Training	Prof.	Para.	Norm	CR	Alt. Form	Language										
An Observation Survey: Of Early Literacy Achievement			O		O	O		O		O	X		X				X		X		X	English	This book is broken into 2 parts. The first part instructs teachers how to observe and make sense of a student's reading behavior while reading aloud. The second part is a collection of observations that measure more specific emergent literacy skills. Six subtests assess decoding accuracy, letter and word identification, writing, spelling and vocabulary. Administrator can alter/customize test for each student. Developmental progress can be monitored by using multiple tests. Book provides diagnostic information and instructional suggestions to remediate some reading weaknesses.									
Jerry Johns Basic Reading Inventory, 7th Edition			O	O	O				O		X	X	X		Varies with # of tests		X			X	Content may be altered	English Spanish	Provides a collection of informal assessments. Test administrator is allowed to modify the content of the tests, and some subjective interpretation in scoring is required. Student reading levels are estimated. Four subtests assess decoding and phoneme segmentation, oral and silent reading comprehension, and reading rate. Appendix includes other assessments, including the Observation Survey and Yopp-Singer Phoneme Segmentation.									
Qualitative Reading Inventory 3 (QRI 3)					O		O		O		X	X	X		20 min. Varies with # of tests	2 hrs.	X				Varied graded texts	English	Designed as an authentic assessment of student's reading ability using pre-primer through high school level texts. Narrative and expository selections provided. Comprehension is measured through passage reading, story retelling and explicit and implicit comprehension questions. Before comprehension is assessed, student is asked prior knowledge questions to determine interest and prior knowledge about passage topic. Graded word lists included to determine initial reading level. Final score provides reading levels: independent, instruction, frustration. Direct attention is also paid to student's cognitive reading strategies, including self-corrections, look-backs and think-alouds.									
Running Records			O	O	O		O		O		X	X	X		Varies by child & text		X				Varied graded texts	English	Running records may be used for diagnostic purposes to place students in leveled reading material. May yield independent, instruction and frustration reading levels. Through miscue analysis, they often provide useful diagnostic information about student's reading strengths and weakness. However, diagnostic validity depends on examiner's training and expertise.									
"Words Their Way" Spelling Inventory						O					X	X		X			X	X				English Spanish	Spelling assessment is a portion of the <i>Words Their Way</i> text. Identifies student's developmental spelling level. Text provides teachers with instructional methods appropriate for each spelling level. Activities and lessons are organized in a developmental sequence and include word study, spelling, vocabulary and phonics. Appropriate for emergent - advanced readers. ELL differentiation included.									

Formal Diagnostic Reading Assessments

Reviewed and Recommended Note: An X indicates the assessment has been reviewed and was found to provide information that is appropriate to use in these areas. An O indicates the assessment purports to provide information in these areas. However, no formal review has been conducted to confirm its use. An * indicates the assessment was reviewed by the Reading First Assessment Committee (RFAC) and found sufficient for use in the areas indicated.																								
OL - Oral Language CP - Concepts of Print PA - Phonemic Awareness PH - Phonics S - Spelling F - Fluency V - Vocabulary C- Comprehension W - Writing																								
Formal Diagnostic Assessment	Major Components										Grade Range		Administration			Administrator			Test Design				Recommended Use / Comments	
	OL	CP	PA	PH	S	F	V	C	W	K-3	4-12	Indiv.	Group	Time	Training	Prof.	Para.	Norm	CR	Alt. Form	Language			
*Comprehensive Test of Phonological Processing (CTOPP)			X							X		X		30 min.		X		X		No	English	Assesses PA, specifically initial sounds, blending and segmentation. There is one version for 5 - 6-year-olds and another version for 7-year-olds and older.		
*Degrees of Reading Power (DRP)								X		X	X	X	X	45 min.	1 hr.	X		X	X	Yes	English	Assesses silent reading comprehension through cloze procedure. Students silently read passages and choose the answer that best fills in the blank.		
Diagnostic Assessment of Reading (DAR)				O	O	O	O	O		X	X	X		20-30 min.	2 hrs.	X		X			English	Appropriate for grade 1 - adult. Used as the assessment component of DARTTS. The DAR is used to help teachers identify effective Trial Teaching Strategies (TTS). TTS procedures are suitable for all teaching approaches and are used flexibly to aid students reading at any level.		
*Early Reading Diagnostic Assessment (ERDA)		O	X	X		O	O	X		X		X		45-60 min.	1-4 hrs.	X		X		No	English	Assesses major components of reading: PA, through segmentation; phonics through letter naming and nonsense word reading; oral vocabulary through picture identification; fluency through sentence reading; and comprehension through story retell and questioning.		
Expressive Vocabulary Test (EVT)	O						O			X	X	X		15 min.	1-4 hrs.	X	X	X		No	English	Brief screening of expressive vocabulary. The first 38 items are labeling items -- the examiner points to a picture or a part of the body and asks a question. The remaining 152 items are graded word lists wherein the examinee must generate a synonym for the test word. The test word is accompanied by a picture.		
Fox in a Box	O	O	O	O	O	O	O	O	O	X		X	X	30 min.	2 hrs.	X			X	No	English	Assessment is designed to track student literacy development over time. An assessment plan is designed from mid-K - grade 2. Resources are provided to help teachers track student data during that period of time. On-line score management available.		
Gates-MacGinitie Reading Test, 4th Edition	O	O	O	O			O	O		X	X	X	X	50-75 min.		X		X		Yes	English	Assessment available for pre-K through adult. Subtests include Literacy Concepts (Concepts about Print), Relational Concepts, Oral Language (PA) and Letter-Sound Knowledge (Phonics). Machine or hand scoring available		
*Gray Oral Reading Test IV (GORT-IV)						X		X		X	X	X		15-30 min.	1-4 hrs.	X		X		Yes	English	Assesses oral reading fluency, including accuracy and reading rate. Comprehension is assessed through orally read text. Checklist available to record student's reading behavior, including attitude.		
Group Reading Assessment & Diagnostic Evaluation (GRADE)		O	O	O			O	O		X	X	X	X	45-90 min.		X		X		Yes	English	Alternate forms are available at each level, allowing for pre-, post-test format. Number of subtests varies with level, ranging from 5 - 7. Assesses expressive and receptive vocabulary, word meaning, PA: initial sounds, ending sounds and rhyming; sound matching, print awareness and both reading and listening comprehension.		
*Iowa Test of Basic Skills (ITBS)			X	X	O		X	X	O	X	X	X	X	90 min.-2 hrs. 15-30 min. per subtest		X	X	X		Yes	English	Total time to administer complete test: 130 - 170 min., 15 - 30 min. per subtest. Specific subtests include Vocabulary, Reading Comp, Language Usage, Math, History, Social Studies and Science. At least 1 Math subtest required to calculate Core Total. Available in Braille and Large Print editions.		
*Letter Sound Fluency				X						X		X		1 min.	Less than 1 hr.	X	X			Yes	English	Assesses knowledge of letter sounds only. Appropriate for K-1.		
*Lindamood Auditory Conceptualization Test (LAC)			X							X		X		10 min.	3 days	X		X		No	English	Assesses ability to discriminate one phoneme from another and segment a broken word into its constituent phonemic units. Colored blocks are used to allow examinee to visually present and manipulate representations of phonemes. A cassette / CD recorder is required for playing the companion audio.		

Formal Diagnostic Reading Assessments

Reviewed and Recommended																							Note: An X indicates the assessment has been reviewed and was found to provide information that is appropriate to use in these areas. An O indicates the assessment purports to provide information in these areas. However, no formal review has been conducted to confirm its use. An * indicates the assessment was reviewed by the Reading First Assessment Committee (RFAC) and found sufficient for use in the areas indicated.
OL - Oral Language CP - Concepts of Print PA - Phonemic Awareness PH - Phonics S - Spelling F - Fluency V - Vocabulary C- Comprehension W - Writing																							
Formal Diagnostic Assessment	Major Components									Grade Range		Administration			Administrator			Test Design				Recommended Use / Comments	
	OL	CP	PA	PH	S	F	V	C	W	K-3	4-12	Indiv.	Group	Time	Training	Prof.	Para.	Norm	CR	Alt. Form	Language		
*Peabody Picture Vocabulary Test (PPVT-3)	O						X			X	X	X		12 min.	1-4 hrs.	X	X	X		Yes	English Spanish	Primarily for preK - 3, but useful at higher levels as well. Assesses a wide range of listening vocabulary for standard English. No reading or writing required of examinee.	
*Phonological Awareness Test			X	X						X		X		40 min.	Less than 1 hr.	X				No	English	Appropriate for K-1 assessment of PA, including segmenting, isolation, deletion, substitution, rhyming and blending. Some phonological skills associated with decoding also assessed.	
Scholastic Reading Inventory (SRI)									O	X	X	X	X	40-60 min.		X		X		Yes	English Spanish	Assesses comprehension. Determines reading levels. Personalized booklists and school-to-home letter provided with administration materials. Examinee selects area of interest and reads fiction and/or nonfiction text. Available in 2 forms: SRI Print and SRI Interactive. SRI Print is a consumable print product that can be administered whole group. SRI Interactive is a computer-generated test taken individually; requires computer and license. Software available to score and interpret test results.	
Stanford Diagnostic Reading Test - 4th Edition (SDRT)				O			O	O		X	X		X	Varies with # of subtests 15-55 min.	1-4 hrs.	X	X	X	X	No	English	Administered in a group format to assess reading strengths and weaknesses. Four subtests assess phonetic analysis, vocabulary, reading comprehension, and scanning information. The test also includes optional informal assessment tools including Reading Strategies Survey (comprehension), Reading Questionnaire (habits and attitudes), and Story Retelling. Machine or hand-scoring consumable booklets available.	
*Test of Language Development - Primary 3rd Edition (TOLD:P-3)	O		O				X	O		X		X		60 min.	4-8 hrs.	X		X		No	English	Appropriate for preK - 2 test of expressive and receptive vocabulary. Complete assessment contains nine subtests. Three core subtests (Picture Vocabulary, Relational Vocabulary and Oral Vocabulary) assess student understanding and meaningful use of spoken words. Supplemental subtests measure phonological analysis, word discrimination and word articulation ability. All responses are oral. Computer scoring and data analysis available through publisher.	
*Test of Word Knowledge (TOWK)							X			X	X	X		30-60 min.	1-4 hrs.	X	X	X		No	English	Assessment of receptive and expressive vocabulary and conceptual knowledge. Subtests include use of antonyms, synonyms, definitions, figurative language, contractions and transition words. Publishers claim assessment can be used as a screen for language-learning disability.	
*Test of Word Reading Efficiency (TOWRE)				X		X				X		X		5-8 min.	1-4 hrs.	X	X	X		Yes	English	Useful for assessing student ability to read words based on visual appearance. Subtests include Word Reading Efficiency (familiar word list), Sight Word Efficiency (sight word list) and Phonemic Decoding Efficiency (nonsense word list).	
*Texas Primary Reading Inventory (TPRI)		X	X	X	O	X	X	X		X		X		25 min.	25 min.	X			X	Yes	English Spanish	Assessment for K - 2. Provides a raw score that is translated to reflect whether a student has developed skills, or skills are still developing. Subtests include Graphophonemic Knowledge, Phonemic Awareness, Book & Print Awareness, Word Reading, Reading Comp. and Listening Comp.	
*Wechsler Individual Achievement Test (WIAT-II)		O		X	O		X	X	O	X	X	X		45 min. - 2 hrs.	4-8 hrs.	X				No		Comprehensive test of ability and achievement. Includes 9 subtests. Skills assessed include expressive and receptive vocabulary, letter and word reading, nonsense word decoding, reading comprehension, spelling, written expression, numerical operations and math reasoning. Assessment time increases with age. Computer scoring and data analysis available through publisher.	

Formal Diagnostic Reading Assessments

Reviewed and Recommended Note: An X indicates the assessment has been reviewed and was found to provide information that is appropriate to use in these areas. An O indicates the assessment purpurts to provide information in these areas. However, no formal review has been conducted to confirm its use. An * indicates the assessment was reviewed by the Reading First Assessment Committee (RFAC) and found sufficient for use in the areas indicated.																						
OL - Oral Language CP - Concepts of Print PA - Phonemic Awareness PH - Phonics S - Spelling F - Fluency V - Vocabulary C- Comprehension W - Writing																						
Formal Diagnostic Assessment	Major Components									Grade Range		Administration			Administrator			Test Design				Recommended Use / Comments
	OL	CP	PA	PH	S	F	V	C	W	K-3	4-12	Indiv.	Group	Time	Training	Prof.	Para.	Norm	CR	Alt. Form	Language	
Woodcock Diagnostic Reading Battery (WDRB)	O		O	O			O	O		X	X	X		50-60 min.		X		X		No	English	Includes 11 subtests. Certain subtests can be clustered together to assess emergent literacy skills (manual provides clustering information). Assesses phonics, specifically nonsense word attack; PA, specifically blending and substitution; oral vocabulary, through naming letters and words or producing synonyms and antonyms for provided words; silent and reading comprehension, through modified cloze. Recommended for Tier 3 referrals and Special Education use.
*Woodcock-Johnson III Test of Achievement <i>Basic Reading Skills Composite</i>	O		O	X	O	O	X	X	O	X		X		5-15 min	1-4 hrs.	X		X		Yes	English Spanish	Complete Woodcock-Johnson Battery consists of 2 distinct batteries: Test of Achievement and Test of Cognitive Abilities (can be purchased and administered separately). Test of Achievement consists of 2 forms (A and B) that are divided into 2 batteries, Standard and Extended. Standard battery provides broad scores, whereas Extended battery provides more diagnostic information. Complete Battery provides a comprehensive assessment of emergent literacy skills. Total time to admin. complete test: 60 - 70 min. Each subtest approx. 5 - 15 min. Computer scoring and profiling software available. Recommended for Tier 3 referrals and Special Education use.
*Woodcock Reading Mastery Test - Revised (WRMT-R)				X			X	X		X	X	X		10-30 min. Varies with # of subtests	4 - 8 hrs.	X		X		Yes	English	Total time to administer complete test: 90 - 120 min. Each subtest approx. 5 - 15 min. Six subtests assess visual-auditory learning, letter and word identification, word attack (decoding), word comprehension (vocabulary) and reading comprehension. Software available for scoring. Test comes with 2 equivalent versions which can be used for pre- and post-test assessment. Recommended for Tier 3 referrals and Special Education use.
*Yopp-Singer Test of Phoneme Segmentation			X							X		X		5-10 min.	Less than 1 hr.	X	X			No	English	Quick, inexpensive assessment of phonemic segmentation ability in preK, K and 1.

Informal Diagnostic Reading Assessments

Reviewed and Recommended																										
Note: An X indicates the assessment has been reviewed and was found to provide information that is appropriate to use in these areas. An O indicates the assessment purports to provide information in these areas. However, no formal review has been conducted to confirm its use. An * indicates the assessment was reviewed by the Reading First Assessment Committee (RFAC) and found sufficient for use in the areas indicated.																										
OL - Oral Language CP - Concepts of Print PA - Phonemic Awareness PH - Phonics S - Spelling F - Fluency V - Vocabulary C- Comprehension W - Writing																										
Informal Inventory / Observation	Major Components										Grade Range		Administration			Administrator			Test Design				Recommended Use / Comments			
	OL	CP	PA	PH	S	F	V	C	W	K-3	4-12	Indiv.	Group	Time	Training	Prof.	Para.	Norm	CR	Alt. Form	Language					
"Words Their Way" Spelling Inventory					O					X	X		X			X	X				English Spanish	Spelling assessment is a portion of the <i>Words Their Way</i> text. Identifies student's developmental spelling level. Text provides teachers with instructional methods appropriate for each spelling level. Activities and lessons are organized in a developmental sequence and include: word study, spelling, vocabulary and phonics. Appropriate for emergent - advanced readers. ELL differentiation included.				
Running Records		O	O	O		O		O		X	X	X		Varies by child & text		X				Varied graded texts	English	Running records may be used for diagnostic purposes to place students in leveled reading material. May yield independent, instruction and frustration reading levels. Through miscue analysis, they often provide useful diagnostic information about student's reading strengths and weakness. However, diagnostic validity depends on examiner's training and expertise.				

Formal Progress Monitoring Reading Assessments

Reviewed and Recommended																							Note: An X indicates the assessment has been reviewed and was found to provide information that is appropriate to use in these areas. An O indicates the assessment purports to provide information in these areas. However, no formal review has been conducted to confirm its use. An * indicates the assessment was reviewed by the Reading First Assessment Committee(RFAC) and found sufficient for use in the areas indicated.									
OL - Oral Language CP - Concepts of Print PA - Phonemic Awareness PH - Phonics S - Spelling F - Fluency V - Vocabulary																																
C- Comprehension W - Writing																																
Formal Diagnostic Assessment	Major Components									Grade Range		Administration			Administrator			Test Design				Recommended Use / Comments										
	OL	CP	PA	PH	S	F	V	C	W	K-3	4-12	Indiv.	Group	Time	Training	Prof.	Para.	Norm	CR	Alt. Form	Language											
*Comprehensive Test of Phonological Processing (CTOPP)			X							X		X		30 min.		X		X		No	English	Assesses PA, specifically initial sounds, blending and segmentation. There is one version for 5 - 6-year-olds and another version for 7-year-olds and older.										
*Curriculum-Based Measurement (CBM): Oral Reading Fluency						X				X	X	X		1-3 min.	Less than 1 hour	X	X		X	Yes	English Spanish	Assesses oral reading fluency by asking students to read connected text.										
*Degrees of Reading Power (DRP)								X		X	X	X	X	45 min.	1 hr.	X		X	X	Yes	English	Assesses silent reading comprehension through cloze procedure. Students silently read passages and choose the answer that best fills in the blank.										
Developmental Reading Assessment (DRA)						O		O		X	4-8	X		20 min.	3-4 hrs.	X			X	Yes	English Spanish	Primarily for K - 3. Found useful among Reading Recovery teachers. Graded reading passages, presented in book form, range from simple predictable text to complex folk-tales. Provides student reading levels.										
Diagnostic Assessment of Reading (DAR)				O	O	O	O	O		X	X	X		20-30 min.	2 hrs.	X		X			English	Appropriate for grade 1 - adult. Used as the assessment component of DARTTS. The DAR is used to help teachers identify effective Trial Teaching Strategies (TTS). TTS procedures are suitable for all teaching approaches and are used flexibly to aid students reading at any level.										
*Dynamic Indicators of Basic Early Literacy Skills - 6th Ed. (DIBELS)			X	X		X				X	X	X		1 min. per test	1-4 hrs.	X	X	X	X	Yes	English Spanish	Quick assessment of PA, phonics and fluency. Specific subtests include Letter Naming Initial Sound, Phonemic Segmentation, Nonsense Word, Oral Reading. Complete battery takes only 7 minutes per child. On-line score analysis and data generation available.										
Group Reading Assessment & Diagnostic Evaluation (GRADE)		O	O	O			O	O		X	X	X	X	45-90 min.		X		X		Yes	English	Alternate forms are available at each level, allowing for pre-, post-test format. Number of subtests varies with level, ranging from 5 - 7. Assesses expressive and receptive vocabulary, word meaning, PA: initial sounds, ending sounds and rhyming; sound matching, print awareness and both reading and listening comprehension.										
*Letter Sound Fluency				X						X		X		1 min.	Less than 1 hr.	X	X			Yes	English	Assesses knowledge of letter sounds only. Appropriate for K-1.										
Scholastic Reading Inventory (SRI)									O	X	X	X	X	40-60 min.		X		X		Yes	English Spanish	Assesses comprehension. Determines reading levels. Personalized booklists and school-to-home letter provided with administration materials. Examinee selects area of interest and reads fiction and/or nonfiction text. Available in 2 forms: SRI Print and SRI Interactive. SRI Print is a consumable print product that can be administered whole group. SRI Interactive is a computer-generated test taken individually; requires computer and license. Software available to score and interpret test results.										
*Test of Word Reading Efficiency (TOWRE)				X		X				X		X		5-8 min.	1-4 hrs.	X	X			Yes	English	Useful for assessing student ability to read words based on visual appearance. Subtests include Word Reading Efficiency (familiar word list), Sight Word Efficiency (sight word list) and Phonemic Decoding Efficiency (nonsense word list).										
*Texas Primary Reading Inventory (TPRI)		X	X	X	O	X	X	X		X		X		25 min.	25 min.	X				Yes	English Spanish	Assessment for K - 2. Provides a raw score that is translated to reflect whether a student has developed skills, or skills are still developing. Subtests include Graphophonemic Knowledge, Phonemic Awareness, Book & Print Awareness, Word Reading, Reading Comp. and Listening Comp.										

Formal Progress Monitoring Reading Assessments

Reviewed and Recommended																								
Note: An X indicates the assessment has been reviewed and was found to provide information that is appropriate to use in these areas. An O indicates the assessment purports to provide information in these areas. However, no formal review has been conducted to confirm its use. An * indicates the assessment was reviewed by the Reading First Assessment Committee(RFAC) and found sufficient for use in the areas indicated.																								
OL - Oral Language CP - Concepts of Print PA - Phonemic Awareness PH - Phonics S - Spelling F - Fluency V - Vocabulary C- Comprehension W - Writing																								
Formal Diagnostic Assessment		Major Components									Grade Range		Administration			Administrator			Test Design				Recommended Use / Comments	
	OL	CP	PA	PH	S	F	V	C	W	K-3	4-12	Indiv.	Group	Time	Training	Prof.	Para.	Norm	CR	Alt. Form	Language			
Woodcock Diagnostic Reading Battery (WDRB)	O		O	O			O	O		X	X	X		50-60 min.		X		X		No	English	Includes 11 subtests. Certain subtests can be clustered together to assess emergent literacy skills (manual provides clustering information). Assesses phonics, specifically nonsense word attack; PA, specifically blending and substitution; oral vocabulary, through naming letters and words or producing synonyms and antonyms for provided words; silent and reading comprehension, through modified cloze. Recommended for Tier 3 referrals and Special Education use.		
*Woodcock-Johnson III Test of AchievementBasic Reading Skills Composite	O		O	X	O	O	X	X	O	X		X		5-15 min	1-4 hrs.	X		X		Yes	English Spanish	Complete Woodcock-Johnson Battery consists of 2 distinct batteries: Test of Achievement and Test of Cognitive Abilities (can be purchased and administered separately). Test of Achievement consists of 2 forms (A and B) that are divided into 2 batteries, Standard and Extended. Standard battery provides broad scores, whereas Extended battery provides more diagnostic information. Complete Battery provides a comprehensive assessment of emergent literacy skills. Total time to admin. complete test: 60 - 70 min. Each subtest approx. 5 - 15 min. Computer scoring and profiling software available. Recommended for Tier 3 referrals and Special Education use.		

Informal Progress Monitoring Reading Assessments

Reviewed and Recommended																							Note: An X indicates the assessment has been reviewed and was found to provide information that is appropriate to use in these areas. An O indicates the assessment purports to provide information in these areas. However, no formal review has been conducted to confirm its use. An * indicates the assessment was reviewed by the Reading First Assessment Committee(RFAC) and found sufficient for use in the areas indicated.									
OL - Oral Language CP - Concepts of Print PA - Phonemic Awareness PH - Phonics S - Spelling F - Fluency V - Vocabulary																																
C- Comprehension W - Writing																																
Informal Inventory / Observation		Major Components								Grade Range		Administration			Administrator			Test Design				Recommended Use / Comments										
	OL	CP	PA	PH	S	F	V	C	W	K-3	4-12	Indiv.	Group	Time	Training	Prof.	Para.	Norm	CR	Alt. Form	Language											
An Observation Survey of Early Literacy Achievement		O		O	O		O		O	X		X				X		X		X	English	This book is broken into 2 parts. The first part instructs teachers how to observe and make sense of a student's reading behavior while reading aloud. The second part is a collection of observations that measure more specific emergent literacy skills. Six subtests assess decoding accuracy, letter and word identification, writing, spelling and vocabulary. Administrator can alter/customize test to each student. Developmental progress can be monitored by using multiple tests. Book provides diagnostic information and instructional suggestions to remediate some reading weaknesses.										
Jerry Johns Basic Reading Inventory, 7th Edition		O	O	O				O		X	X	X		Varies with # of tests		X			X	Content may be altered	English Spanish	Provides a collection of informal assessments. Test administrator is allowed to modify the content of the tests, and some subjective interpretation in scoring is required. Student reading levels are estimated. Four subtests assess decoding and phoneme segmentation, oral and silent reading comprehension, and reading rate. Appendix includes other assessments, including the Observation Survey and Yopp-Singer Phoneme Segmentation.										
Qualitative Reading Inventory 3 (QRI 3)				X		X		X		X	X	X		20 min. Varies with # of tests	2 hrs.	X				Varied graded texts	English	Designed as an authentic assessment of student's reading ability using pre-primer through high school level texts. Narrative and expository selections provided. Comprehension is measured through passage reading, story retelling and explicit and implicit comprehension questions. Before comprehension is assessed, student is asked prior knowledge questions to determine interest and prior knowledge about passage topic. Graded word lists included to determine initial reading level. Final score provides reading levels: independent, instruction, frustration. Direct attention is also paid to student's cognitive reading strategies, including self-corrections, look-backs and think-alouds.										
Running Records		O	O	O		O		O		X	X	X		Varies by child & text		X				Varied graded texts	English	Running records may be used for diagnostic purposes to place students in leveled reading material. May yield independent, instruction and frustration reading levels. Through miscue analysis, they often provide useful diagnostic information about student's reading strengths and weakness. However, diagnostic validity depends on examiner's training and expertise.										
"Words Their Way" Spelling Inventory					O					X	X		X			X	X				English Spanish	Spelling assessment is a portion of the Words Their Way text. Identifies student's developmental spelling level. Text provides teachers with instructional methods appropriate for each spelling level. Activities and lessons are organized in a developmental sequence and include word study, spelling, vocabulary and phonics. Appropriate for emergent - advanced readers. ELL differentiation included.										

Formal Outcome Reading Assessments

Reviewed and Recommended Note: An X indicates the assessment has been reviewed and was found to provide information that is appropriate to use in these areas. An O indicates the assessment purports to provide information in these areas. However, no formal review has been conducted to confirm its use. An * indicates the assessment was reviewed by the Reading First Assessment Committee (RFAC) and found sufficient for use in the areas indicated.																						
OL - Oral Language CP - Concepts of Print PA - Phonemic Awareness PH - Phonics S - Spelling F - Fluency V - Vocabulary C - Comprehension W - Writing																						
Formal Outcome Assessment	Major Components									Grade Range		Administration			Administrator			Test Design				Recommended Use / Comments
	OL	CP	PA	PH	S	F	V	C	W	K-3	4-12	Indiv.	Group	Time	Training	Prof.	Para.	Norm	CR	Alt. Form	Language	
*Clinical Evaluation of Language Fundamentals, 3rd Edition (CELF-3)							X				X	X		35-45 min.		X		X		Yes	English Spanish	Consists of 11 subtests to assess language strengths and weaknesses in children ages 6 and older. Time to administer entire test is 60 min. Six subtests constitute Core Test. Core test includes assessment of receptive and expressive language, semantics, syntax, word associations, concepts, directions and memory.
*Comprehensive Test of Phonological Processing (CTOPP)			X							X		X		30 min.		X		X		No	English	Assesses PA, specifically initial sounds, blending and segmentation. There is one version for 5 - 6-year-olds and another version for 7-year-olds and older.
*Curriculum-Based Measurement (CBM): Oral Reading Fluency						X				X	X	X		1-3 min.	Less than 1 hour	X	X		X	Yes	English Spanish	Assesses oral reading fluency by asking students to read connected text.
*Degrees of Reading Power (DRP)								X		X	X	X	X	45 min.	1 hr.	X		X	X	Yes	English	Assesses silent reading comprehension through cloze procedure. Students silently read passages and choose the answer that best fills in the blank.
Developmental Reading Assessment (DRA)						O		O		X	4-8	X		20 min.	3-4 hrs.	X			X	Yes	English Spanish	Primarily for K - 3. Found useful among Reading Recovery teachers. Graded reading passages, presented in book form, range from simple predictable text to complex folk-tales. Provides student reading levels.
Diagnostic Assessment of Reading (DAR)				O	O	O	O	O		X	X	X		20-30 min.	2 hrs.	X		X			English	Appropriate for grade 1 - adult. Used as the assessment component of DARTTS. The DAR is used to help teachers identify effective Trial Teaching Strategies (TTS). TTS procedures are suitable for all teaching approaches and are used flexibly to aid students reading at any level.
*Dynamic Indicators of Basic Early Literacy Skills - 6th Ed. (DIBELS)			X	X		X				X	X	X		1 min. per test	1-4 hrs.	X	X		X	Yes	English Spanish	Quick assessment of PA, phonics and fluency. Specific subtests include Letter Naming, Initial Sound, Phonemic Segmentation, Nonsense Word, Oral Reading. Complete battery takes only 7 minutes per child. On-line score analysis and data generation available.
*Early Reading Diagnostic Assessment (ERDA)		O	X	X		O	O	X		X		X		45-60 min.	1-4 hrs.	X		X		No	English	Assesses major components of reading: PA through segmentation; phonics through letter naming and nonsense word reading; oral vocabulary through picture identification; fluency through sentence reading and comprehension through story retell and questioning.
Expressive Vocabulary Test (EVT)	O						O			X	X	X		15 min.	1-4 hrs.	X	X	X		No	English	Brief screening of expressive vocabulary. The first 38 items are labeling items - the examiner points to a picture or a part of the body and asks a question. The remaining 152 items are graded word lists wherein the examinee must generate a synonym for the test word. The test word is accompanied by a picture.
Fox in a Box	O	O	O	O	O	O	O	O	O	X		X	X	30 min.	2 hrs.	X			X	No	English	Assessment is designed to track student literacy development over time. An assessment plan is designed from mid-K - grade 2. Resources are provided to help teachers track student data during that period of time. On-line score management available
*Gray Oral Reading Test IV (GORT-IV)						X		X		X	X	X		15-30 min.	1-4 hrs.	X		X		Yes	English	Assesses oral reading fluency, including accuracy and reading rate. Comprehension is assessed through orally read text. Checklist available to record student's reading behavior, including attitude.
*Iowa Test of Basic Skills (ITBS)			X	X	O		X	X	O	X	X	X	X	90 min. - 2 hrs.; 15-30 min. per subtest		X	X	X		Yes	English	Total time to administer complete test: 130 - 170 min., 15 - 30 min. per subtest. Specific subtests include Vocabulary, Reading Comp, Language Usage, Math, History, Social Studies and Science. At least 1 Math subtest required to calculate Core Total. Available in Braille and Large Print editions.

Formal Outcome Reading Assessments

Reviewed and Recommended																							Note: An X indicates the assessment has been reviewed and was found to provide information that is appropriate to use in these areas. An O indicates the assessment purports to provide information in these areas. However, no formal review has been conducted to confirm its use. An * indicates the assessment was reviewed by the Reading First Assessment Committee (RFAC) and found sufficient for use in the areas indicated.									
OL - Oral Language										CP - Concepts of Print				PA - Phonemic Awareness				PH - Phonics			S - Spelling			F - Fluency			V - Vocabulary					
C- Comprehension										W - Writing																						
Formal Outcome Assessment		Major Components								Grade Range		Administration			Administrator			Test Design				Recommended Use / Comments										
	OL	CP	PA	PH	S	F	V	C	W	K-3	4-12	Indiv.	Group	Time	Training	Prof.	Para.	Norm	CR	Alt. Form	Language											
Group Reading Assessment & Diagnostic Evaluation (GRADE)			O	O	O		O	O		X	X	X	X	45-90 min.		X		X		Yes	English	Alternate forms are available at each level, allowing for pre-, post-test format. Number of subtests varies with level, ranging from 5 - 7. Assesses expressive and receptive vocabulary, word meaning, PA: initial sounds, ending sounds and rhyming; sound matching, print awareness and both reading and listening comprehension.										
*Iowa Test of Basic Skills (ITBS)			X	X	O		X	X	O	X	X	X	X	90 min. - 2 hrs. 15-30 min. per subtest		X	X	X		Yes	English	Total time to administer complete test: 130 - 170 min., 15 - 30 min. per subtest. Specific subtests include Vocabulary, Reading Comp, Language Usage, Math, History, Social Studies and Science. At least 1 Math subtest required to calculate Core Total. Available in Braille and Large Print editions.										
*Letter Sound Fluency				X						X		X		1 min.	Less than 1 hr.	X	X			Yes	English	Assesses knowledge of letter sounds only. Appropriate for K-1.										
*Peabody Picture Vocabulary Test (PPVT-3)	O						X			X	X	X		12 min.	1-4 hrs.	X	X	X		Yes	English Spanish	Primarily for preK - 3, but useful at higher levels as well. Assesses a wide range of listening vocabulary for standard English. No reading or writing required of examinee.										
*Phonological Awareness Test			X	X						X		X		40 min.	Less than 1 hr.	X				No	English	Appropriate for K-1 assessment of PA, including segmenting, isolation, deletion, substitution, rhyming and blending. Some phonological skills associated with decoding also assessed.										
Scholastic Reading Inventory (SRI)								O		X	X	X	X	40-60 min.		X			X	Yes	English Spanish	Assesses comprehension. Determines reading levels. Personalized booklists and school-to-home letter provided with administration materials. Examinee selects area of interest and reads fiction and/or nonfiction text. Available in 2 forms: SRI Print and SRI Interactive. SRI Print is a consumable print product that can be administered whole group. SRI Interactive is a computer-generated test taken individually; requires computer and license. Software available to score and interpret test results.										
*Slosson Oral Reading Test (SORT-R)				X						X	X	X		3-5 min.	1-4 hrs.	X	X	X		No	English	Provides a quick assessment of target word recognition or reading level in children preK through adult. Useful for establishing a basal level. Contains 200 words arranged in order of difficulty in groups of 20 words. Grouped words approximate grade reading level. Word list generated from Dolch list, tests of reading and basal word lists. Oral response required of examinee; no writing. May be used to assess those with visual and learning disabilities.										
Stanford Achievement Test - 9th Edition (SAT-9)			O	O	O		O	X		X			X	45-85 total	1-4 hrs.	X		X	X	Yes	English	Assessment contains subtests related to language and reading, including spelling, rhyming, vocabulary, sentence reading, reading comprehension and decoding. Nationally approved for comprehension only. Comprehension section consists of sentence reading, cloze procedure and passage reading with question - answer. Multiple-choice format with machine-scored answer sheets. Braille and large print versions, support for deaf and blind available.										
Stanford Diagnostic Reading Test - 4th Edition (SDRT)				O			O	O		X	X		X	Varies with # of subtests 15-55 min.	1-4 hrs.	X	X	X	X	No	English	Administered in a group format to assess reading strengths and weaknesses. Four subtests assess phonetic analysis, vocabulary, reading comprehension, and scanning information. The test also includes optional informal assessment tools, including Reading Strategies Survey (comprehension), Reading Questionnaire (habits and attitudes), and Story Retelling. Machine or hand-scoring consumable booklets available.										
*Terra Nova 2nd Edition			O	O			X	X		X	X	X	X	40-50 min.	Less than 1 hr.	X		X		Yes	English Spanish	Reading Language Arts Subtest is a module of the CAT Multiple Assessment (measures Reading / Language Arts, Mathematics, Science and Social Studies). Oral and silent reading comprehension assessed through literal and interpretive questions. Vocabulary assessed through synonyms and antonyms. Letter-sounds, word-attack, spelling and language mechanics (writing) also assessed. Test items are both selected-response and constructed-response. Machine or publisher scoring is recommended; examiner can hand-score with purchased software.										

Formal Outcome Reading Assessments

Reviewed and Recommended																							
Note: An X indicates the assessment has been reviewed and was found to provide information that is appropriate to use in these areas. An O indicates the assessment purports to provide information in these areas. However, no formal review has been conducted to confirm its use. An * indicates the assessment was reviewed by the Reading First Assessment Committee (RFAC) and found sufficient for use in the areas indicated.																							
OL - Oral Language CP - Concepts of Print PA - Phonemic Awareness PH - Phonics S - Spelling F - Fluency V - Vocabulary C - Comprehension W - Writing																							
Formal Outcome Assessment	Major Components									Grade Range		Administration			Administrator			Test Design				Recommended Use / Comments	
	OL	CP	PA	PH	S	F	V	C	W	K-3	4-12	Indiv.	Group	Time	Training	Prof.	Para.	Norm	CR	Alt. Form	Language		
*Test of Language Development - Primary 3rd Edition (TOLD:P-3)	O		O				X	O		X		X		60 min.	4-8 hrs.	X		X		No	English	Appropriate for preK - 2 test of expressive and receptive vocabulary. Complete assessment contains nine subtests. Three core subtests (Picture Vocabulary, Relational Vocabulary and Oral Vocabulary) assess student understanding and meaningful use of spoken words. Supplemental subtests measure phonological analysis, word discrimination and word articulation ability. All responses are oral. Computer scoring and data analysis available through publisher.	
*Test of Word Knowledge (TOWK)							X			X	X	X		30-60 min.	1-4 hrs.	X	X	X		No	English	Assessment of receptive and expressive vocabulary and conceptual knowledge. Subtests include use of antonyms, synonyms, definitions, figurative language, contractions and transition words. Publishers claim assessment can be used as a screen for language-learning disability.	
*Test of Word Reading Efficiency (TOWRE)				X		X				X		X		5-8 min.	1-4 hrs.	X	X	X		Yes	English	Useful for assessing student ability to read words based on visual appearance. Subtests include Word Reading Efficiency (familiar word list), Sight Word Efficiency (sight word list) and Phonemic Decoding Efficiency (nonsense word list).	
*Texas Primary Reading Inventory (TPRI)		X	X	X	O	X	X	X		X		X		25 min.	25 min.	X			X	Yes	English Spanish	Assessment for K - 2. Provides a raw score that is translated to reflect whether a student has developed skills, or skills are still developing. Subtests include Graphophonemic Knowledge, Phonemic Awareness, Book and Print Awareness, Word Reading, Reading Comp. and Listening Comp.	
Utah Criterion-Referenced Tests (CRT)	X	X	X	X	X		X	X	X	X	X		X	1 hr. 20 min.		X			X	Yes	English	Assessment required in grades 1 - 6.	
Utah Direct Writing Assessment						X			X		X		X	1 hr.		X					English	Administered in grades 6 and 9.	
Utah Kindergarten Assessment (posttest)	X	X	X				X	X		X		X		Less than 1 hr.		X				Yes	English Spanish	Administered as a pretest in kindergarten.	
*Wechsler Individual Achievement Test - II (WIAT-II)		O		X	O		X	X	O	X	X	X		45 min. - 2 hrs.	4-8 hrs.	X				No		Comprehensive test of ability and achievement. Includes 9 subtests. Skills assessed include expressive and receptive vocabulary, letter and word reading, nonsense word decoding, reading comprehension, spelling, written expression, numerical operations and math reasoning. Assessment time increases with age. Computer scoring and data analysis available through publisher.	
Woodcock Diagnostic Reading Battery (WDRB)	O		O	O			O	O		X	X	X		50-60 min.		X		X		No	English	Includes 11 subtests. Certain subtests can be clustered together to assess emergent literacy skills (manual provides clustering information). Assesses phonics: nonsense word attack; PA: blending and substitution; oral vocabulary: naming letters and words or producing synonyms and antonyms for provided words; oral and silent comprehension: modified cloze procedure. Recommended for Tier 3 referrals and Special Education use.	
*Woodcock-Johnson III Test of Achievement <i>Basic Reading Skills Composite</i>	O		O	X	O	O	X	X	O	X		X		5-15 min	4-8 hrs.	X		X		Yes	English Spanish	Complete Woodcock-Johnson Battery consists of 2 distinct batteries: Test of Achievement and Test of Cognitive Abilities (can be purchased and administered separately). Test of Achievement consists of 2 forms (A and B) that are divided into 2 batteries, Standard and Extended. Standard battery provides broad scores, whereas Extended battery provides more diagnostic information. Complete Battery provides a comprehensive assessment of emergent literacy skills. Total time to admin. complete test: 60 - 70 min. Each subtest approx. 5 - 15 min. Computer scoring and profiling software available. Recommended for Tier 3 referrals and Special Education use.	
*Woodcock Reading Mastery Test - Revised (WRMT-R)				X			X	X		X	X	X		10-30 min.	4-8 hrs.	X		X		Yes	English	Total time to administer complete test: 90 - 120 min. Each subtest approx. 5 - 15 min. Six subtests assess visual-auditory learning, letter and word identification, word attack (decoding), word comprehension (vocabulary) and reading comprehension. Software available for scoring. Test comes with 2 equivalent versions which can be used for pre- and post-test assessment. Recommended for Tier 3 referrals and Special Education use.	
*Yopp-Singer Test of Phoneme Segmentation			X							X		X		5-10 min.	Less than 1 hr.	X	X			No	English	Quick, inexpensive assessment of phonemic segmentation ability in preK, K and 1.	

Informal Outcome Reading Assessments

Reviewed and Recommended																							Note: An X indicates the assesement has been reviewed and was found to provide information that is appropriate to use these areas. An O indicates the assessment purpurts to provide information in these areas. However, no formal review has been conducted to confirm its use. An * indicates the assessment was reviewed by the Reading First Assessment Committee (RFAC) and found sufficient for use in the areas indicated.																					
OL - Oral Language					CP - Concepts of Print					PA - Phonemic Awareness					PH - Phonics					S - Spelling					F - Fluency					V - Vocabulary					C- Comprehension					W - Writing				
Informal Inventory / Observation		Major Components										Grade Range		Administration			Administrator			Test Design					Recommended Use / Comments																			
		OL	CP	PA	PH	S	F	V	C	W	K-3	4-12	Indiv.	Group	Time	Training	Prof.	Para.	Norm	CR	Alt. Form	Language																						
Qualitative Reading Inventory 3 (QRI 3)											X	X	X		20 min. Varies with # of tests	2 hrs.	X				Varied graded texts	English	Designed as an authentic assessment of student's reading ability using pre-primer through high school level texts. Narrative and expository selections provided. Comprehension is measured through passage reading, story retelling and explicit and implicit comprehension questions. Before comprehension is assessed, student is asked prior knowledge questions to determine interest and prior knowledge about passage topic. Graded word lists included to determine initial reading level. Final score provides reading levels: independent, instruction, frustration. Direct attention is also paid to student's cognitive reading strategies, including self-corrections, look-backs and think-alouds.																					
Running Records			O	O	O		O		O		X	X	X		Varies by child & text		X				Varied graded texts	English	Running records may be used for diagnostic purposes to place students in leveled reading material. May yield independent, instruction and frustration reading levels. Through miscue analysis, they often provide useful diagnostic information about student's reading strengths and weakness. However, diagnostic validity depends on examiner's training and expertise.																					

Cost and Contact Information

Assessment	Contact Information	Cost Information*
An Observation Survey: Of Early Literacy Achievement	Heinemann P.O. Box 6926 Portsmouth, NH 03802-6926 (800) 225-5900 (603) 431-2214 Fax www.heinemann.com	\$26.00 for book of reproducible test materials.
Bader Reading and Language Inventory, 5 th Ed.	Prentice Hall Publishing One Lake Street Upper Saddle River, MN 07458 (800) 922-0579 www.prenhall.com	\$42.00 for book of reproducible test materials and training video.
Basic Early Assessment of Reading (BEAR)	Riverside Publishing 425 Spring Lake Drive Itasca, IL 60143-2079 (800) 323-9540 (630) 467-7192 Fax www.riverpub.com	\$196.50 for grade level kit, purchased individually. \$280.75 for two grade level kits, purchased as K-1 or 2-3. Grade level kit includes 4 subtests: Initial Skills Analysis, Specific Skills Analysis, Oral Reading Fluency, Summative Assessment, and scoring and reporting software.
Brigance Comprehensive Inventory of Basic Skills	Curriculum Associates Inc. P.O. Box 2001 North Billerica, MA 01862-0901 (800) 225-6248	\$139.00 for screen and manual. \$32.95 for 10 record books. Manual includes assessments in speech, writing, basic math, graphs, maps, and reference skills.
Clinical Evaluation of Language Fundamentals, 3 rd Edition (CELF-3)	Harcourt Assessment, Inc. 19500 Bulverde Road San Antonio, Texas 78259	\$475.00 Kit includes Examiner's Manual, 2 Stimulus Manuals, Technical Manual, 12 Record Forms and vinyl briefcase.

	(800) 211-8378	
Comprehensive Test of Phonological Processing (CTOPP)	PRO-ED Inc. 8700 Shoal Creek Blvd. Austin, TX 78757-6897 (800) 897-3202 www.proedinc.com	\$231.00 for complete kit. Includes administration handbook, picture book, audiocassette, set of 25 profile record booklets ages 5-6, and set of 25 profile record booklets ages 7-adult. Additional sets of 25 profile record booklets can be purchased for \$44.00 and \$54.00 respectively.
Curriculum-Based Measurement (CBM): Oral Reading Fluency	Edformation Inc. 6420 Flying Cloud Drive Suite 204 Eden Prairie, MN 55344 (888) 944-1882 (302) 245-2401 (952) 944-1884 Fax	School site, single user, and single teacher license \$39.00 for set of 24 passages for one grade level data system; \$99.00 for set of 24 passages of all grade levels. \$299.00 for online data management system.
Degrees of Reading Power (DRP)	Touchstone Applied Science Associations, Inc. (TASA) 4 Hardscrabble Heights P.O. Box 382 Brewster, NY 10509 (800) 800-2598 www.tasaliteracy.com	\$158.00 for primary grades (1-3). Kit includes 25 practice exercise sheets, 25 test booklets, test administration procedure, DRP handbook, DRP norms book, DRP teacher profile sheet. \$153.00 for standard grades (3-12). Kit includes same as above plus answer sheets and non-consumable test booklets. Not included in kit: set of 25 additional test booklets, \$98.00; additional answer sheets, \$19.00; scoring key, \$18.00; DRP score conversion software, \$55.00.
Developmental Reading Assessment (DRA)	Pearson Learning Group / Scott Foresman –Addison Wesley P.O. Box 2500 Lebanon, IN 46052 (800) 526-9907 (877) 260-2530 Fax	\$269.95 for comprehensive kit. Includes original and alternative texts that can be used to determine a student's independent and instructional reading level, plus DRA <i>Word Analysis</i> . \$232.50 for DRA training video and facilitator guide.

Diagnostic Assessment of Reading (DAR)	Riverside Publishing 425 Spring Lake Drive Itasca, IL 60143-2079 (800) 323-9540 (630) 467-7192 Fax www.riverpub.com	\$150.50 for classroom kit. Includes 1 each DAR <i>Teacher's Manual</i> and DAR <i>Student Book</i> ; package of 25 consumable DAR <i>Response Records</i> and DAR <i>Student Record Booklet</i> . For purchase individually: \$20.00 for DAR <i>Student Booklet</i> , spiral-bound, reusable reading book. \$24.50 for <i>Student Record Booklet</i> ; \$47.00 for 15 DAR <i>Response Record</i> ; \$20.00 for DAR <i>Teacher's Manual</i> .
Dominie Reading and Writing Assessment, 2 nd Edition	Dominie Press Raymond Yuen, CEO 1949 Kellogg Avenue Carlsbad, CA 92008 (800) 233-4570 (760) 431-8777 Fax www.dominiepress.com	\$229.00 for Assessment Portfolio, Part 1, grades K-3. Includes: Introduction, <i>Show Me Book</i> Student and Teacher Editions, Teacher's Guides (K-3), Student Test Samples Booklet, 11 Benchmark Books, 20 Bridging Books, audiocassette. \$89.00 for <i>Show Me Book</i> class set for grades 1-3. \$7.50 for <i>Show Me Book</i> Kindergarten refill pack. \$169.00 for Assessment Portfolio, Part 2, grades 4-8. Includes: Introduction, <i>Advanced Show Me Book</i> Student and Teacher Editions, Teacher's Guides (4, 5, 6), 7 Benchmark Books, 8 Bridging Books.
Dynamic Indicators of Basic Early Literacy Skills, 6 th Edition (DIBELS)	dibels.uoregon.edu For system implementation contact: Joshua Wallin jwallin@uoregon.edu For general DIBELS questions contact: Maureen Warman mwarman@uoregon.edu	Free if obtained through U of Oregon. \$1.00 per student, per year through U of Oregon on-line tracking system. \$59.00 for classroom set of 25, if purchased through Sopris West.

Early Reading Diagnostic Assessment (ERDA)	PsychCorp, Harcourt Assessment, Inc. 19500 Bulverde Road San Antonio, TX 78259 (800) 211-8378 (800) 232-1223 Fax www.PsychCorp.com	\$249.00 for each grade level kit, K - 3. Kit includes: Administration Manual, Stimulus Manual, pkg. 25 grade-specific Record Forms, pkg. 25 grade-specific Parent Reports, word cards (grades 1-3), oral passage fluency cards (grades 1-3), audiocassette, stickers, stopwatch and box. Additional materials available.
Early Screening Inventory, Revised (ESI-R)	Pearson Early Learning P.O. Box 2500 135 South Mt. Zion Road Lebanon, IN 46052 (800) 552-2259 (800) 841-8939 Fax www.pearsonearlylearning.com	\$115.95 for each grade level kit, ages 3½ - 4 and 4 - 6. Kit includes: Administration Manual; 30 each of Score Sheets, Screening Materials, and Parent Questionnaires; and Tote. \$93.50 for Training Kit. Kit includes: Introductory Video, Training Video, Trainer's Manual and Reproducible Masters.
Expressive Vocabulary Test (EVT)	American Guidance Service Publisher's Building 4201 Woodland Road Circle Pines, MN 55014-1796 (800) 328-2560 (800) 471-8457 Fax www.agsnet.com	\$169.99 for EVT Kit; includes: Test, Easel, Administration Manual and 25 Record Forms. \$268.99 for EVT Test Kit + ASSIST software (computer scoring and record keeping). Replacement components and consumable items available. EVT can be purchased in a package with the PPVT3.
Fox in a Box	CTB McGraw-Hill 20 Ryan Ranch Road Monterey, CA 93940 (800) 538-9547 www.ctb.com	\$374.00 for each grade level kit, K-1 and 2-3. Kit includes: Teacher's Guide and Overview, 25 Student Progress Records, Readers, Test Materials, Management and Reporting System, Classroom and Home Activities. Replacement components and consumable items also available.
Gates-MacGinitie Reading Test, 4 th Edition	Riverside Publishing 425 Spring Lake Drive	\$119.25 for Machine-Scorable Test Booklets. Package available at each level. Package includes: Directions for

	Itasca, IL 60143-2079 (800) 323-9540 (630) 467-7192 Fax www.riverpub.com	Administration and materials needed to test 25 students. \$78.75 for Hand-Scorable Test Booklets. Package available at each level. Package includes: Directions for Administration and materials needed to test 25 students. \$78.75 for Reusable Test Booklets. Package available at each grade level. Package includes: Directions for Administration, Booklet Scoring Key and Class Summary Record. Additional Answer Sheets, Scoring Materials and Summary Records available.
Gray Oral Reading Test IV (GORT-IV)	PRO-ED Inc. 8700 Shoal Creek Blvd. Austin, TX 78757-6897 (800) 897-3202 www.proedinc.com	\$198.00 for complete kit. Includes Examiner and Student Manuals, 25 Student Profile/Record forms for both Form A and Form B. Available for purchase individually.
Group Reading Assessment & Diagnostic Evaluation (GRADE)	American Guidance Service Publisher's Building 4201 Woodland Road Circle Pines, MN 55014-1796 (800) 328-2560 (800) 471-8457 Fax www.agsnet.com	\$135.99 - \$186.99 for Classroom Kit Form A; includes: 3 pkg. of 10 consumable Student Booklets, 3 Administration Manuals and Scoring and Interpretation Manual for testing 30 students. \$230.99 - \$307.99 for Classroom Kit Form A and Form B; includes same as above for 2 forms. Price increases with test level. Each level must be purchased individually. Student Booklets, Administration Manual and Scoring Manual may be purchased separately. \$299.99 for Scoring & Reporting Software, PC Version.
Iowa Test of Basic Skills	Riverside Publishing 425 Spring Lake Drive Itasca, IL 60143-2079 (800) 323-9540 (630) 467-7192 Fax www.riverpub.com	\$138.00 - \$164.00, depending on level. Complete Battery available in Machine-Scorable Test Booklets or Reusable Test Booklets. Complete Battery includes Directions for Administration and materials to test 25 students. Braille and Large Print editions available.

Jerry Johns Basic Reading Inventory (BRI-7)	Kendall/Hunt Publishing 4050 Westmark Drive P.O. Box Dubuque, IA 52004-1840	\$39.95 for book of reproducible tests. Spanish version and administration video available.
Kaufman Survey of Early Academic and Language Skills (K-SEALS)	American Guidance Service Publisher's Building 4201 Woodland Road Circle Pines, MN 55014-1796 (800) 328-2560 (800) 471-8457 Fax www.agsnet.com	\$236.99 for complete kit. Includes manual, easel, and 25 individual test records. Additional set of 25 individual test records can be purchased for \$32.99.
Letter Sound Fluency	Vanderbilt University, Project AIM Doug Fuchs & Lynn Fuchs	Forms are available through Vanderbilt University for photocopying and postage costs, approx. \$59.00.
Lindamood Auditory Conceptualization Test (LAC)	Cognitive Concepts P.O. Box 1363 Evanston, IL 60204-8199 (888) 328-8199 (847) 328-5881 Fax	\$154.00 for complete kit. Kit includes: Examiner Manual, audiocassette, 24 blocks, 2 cue sheets in English and Spanish, 50 test Forms A, 50 test Forms B.
Peabody Phonological Awareness Test, 3 rd Edition (PPVT3)	American Guidance Service Publisher's Building 4201 Woodland Road Circle Pines, MN 55014-1796 (800) 328-2560 (800) 471-8457 Fax www.agsnet.com	\$268.99 for both Form A and Form B. \$169.00 for either Form A or Form B alone. Includes: manual, picture plates and 25 Performance Records. Additional 25 Performance Records, picture plates and Norms Booklet available.
Phonological Awareness Test	LinguiSystems 3100 4 th Avenue	\$119.95 for complete kit. Kit includes: Examiner's Manual, color cubes, 2 flipbooks and 15 testing booklets.

	East Moline, IL 61244-9700 (800) 776-4332 www.linguisystems.com	Additional test booklets available for \$32.95.
Qualitative Reading Inventory, 3 rd Edition (QRI-3)	Addison-Wesley Longman 1 Jacob Way Reading, WA 01867-3999 (800) 322-1377 www2.awl.com	\$28.99 for book of reproducible test materials.
Scholastic Reading Inventory (SRI)	Scholastic Inc. (877) 268-6871 customer service (212) 343-6100 general information www.scholastic.com	\$769.00 for SRI Interactive Single Computer License for 40 Students; includes: Software (Mac/Win), Testing License, Educator's Guide, Installation Guide, Technical Guide, Reference Guide. \$2,250.00 for SRI Interactive Network License for 200 Students; includes: same as above for 200 students. \$139.95 for SRI Interactive Expansion Plan: add additional students in increments of 50. \$79.95 for SRI Print includes 2 alternate Forms (Form A and Form B): 30 student copies of SRI test, Teacher's Guide, Take-Home Book List providing recommended titles for each lexile level. Each level must be purchased separately. Spanish version available.
Slosson Oral Reading Test – Revised (SORT-R3)	Slosson Educational Publishing, Inc. P.O. Box 280 East Aurora, New York 14052-0280 (888) 756-7766 (800) 655-3840 Fax www.slosson.com	\$73.50 for SORT-R3 Complete Kit; includes: Administration Manual, spiral-bound Word List, 50 Scannable Electronic Score Sheets. \$26.00 for Brailized Manual. \$9.50 for Large Print Word List.

Stanford Achievement Test – 9 th Edition (SAT-9)	PsychCorp, Harcourt Assessment, Inc. 19500 Bulverde Road San Antonio, TX 78259 (800) 211-8378 (800) 232-1223 Fax www.PsychCorp.com	\$195.00 for Complete Battery Form A or Form D with Machine-Scorable Booklets. \$202.50 for Complete Battery Form A or Form D with Reusable Booklets.
Stanford Diagnostic Reading Test – 4 th Edition (SDRT-4)	PsychCorp, Harcourt Assessment, Inc. 19500 Bulverde Road San Antonio, TX 78259 (800) 211-8378 (800) 232-1223 Fax www.PsychCorp.com	\$40.00 for SDRT-4 Examination Kit; includes: Multiple-Choice Test Booklet and Directions for Administering; Practice Test and Directions for Administering; Answer Document; Class Record Form; Reading Questionnaire, Reading Strategies Survey, Story Retelling (Story and Response Form), and directions for each. \$40.00 for SDRT-4 machine-scoreable test booklets; includes: 25 Test Booklets and Directions for Administering. \$82.00 for SDRT-4 hand-scoreable test booklets; includes: 25 Test Booklets, Directions for Administering, and Class Record. \$82.00 for SDRT-4 reusable test booklets; includes: 25 Test Booklets and Directions for Administering.
Terra Nova, 2 nd Edition	CTB McGraw-Hill 20 Ryan Ranch Road Monterey, CA 93940 (800) 538-9547 www.ctb.com	\$9.16 - \$13.29 for on-line scoring package per student. Price increases with level. \$125.00 minimum order. \$174.00 for 25 Consumable-Scannable Test Books. All modules of this assessment must be purchased separately. For specific prices and supplementary products (i.e., practice activities, manipulatives) see web site. Spanish versions available.
Test of Language Development-Primary, 3 rd Edition (TOLD:P-3)	American Guidance Service Publisher's Building 4201 Woodland Road Circle Pines, MN 55014-1796	\$246.00 for complete kit; includes: Examiner's Manual, Picture Book, and 25 Profile/Examiner Record Forms. \$56.00 for TOLD: P-3 25 Profile/Examiner Record Forms. \$101.00 for TOLD: P-3 Pro-Score System Windows or

	(800) 328-2560 (800) 471-8457 Fax www.agsnet.com	Mac. \$112.00 for TOLD: P-3 Picture Book.
Test of Word Knowledge (TOWK)	Harcourt Assessment, Inc. 19500 Bulverde Road San Antonio, TX 78259 (800) 211-8378 (800) 232-1223 Fax www.harcourt.com	\$185.00 for complete kit; includes: Examiner's Manual, Stimulus Manual, and 12 Record Forms.
Test of Word Reading Efficiency (TOWRE)	PRO-ED Inc. 8700 Shoal Creek Blvd. Austin, TX 78757-6897 (800) 897-3202 www.proedinc.com	\$123.00 for Complete TOWRE Kit; includes: Examiner's Manual, 25 Form A Profile/Examiner Record Booklets, 25 Form B Profile/Examiner Record Booklets, Form A Word Cards, and Form B Word Cards, in a sturdy storage box. \$51.00 for Examiner's Manual. \$25.00 for 25 Profile/Examiner Booklets, Form A or Form B. \$15.00 for Word Cards, Form A or Form B.
Test of Written Spelling (TWS-4)	PRO-ED Inc. 8700 Shoal Creek Blvd. Austin, TX 78757-6897 (800) 897-3202 www.proedinc.com	\$82.00 for Complete TWS-4 Kit; includes: Examiner's Manual and 50 Summary/Response Forms, in a sturdy storage box. \$48.00 for Examiner's Manual. \$35.00 for 50 Summary/Response Forms.
Texas Primary Reading Inventory (TPRI)	Texas Education Agency 6800 Burleson Road Bldg. 310, Suite 180 Austin, TX 78744	\$225.00 for Complete Single-Year Classroom Kit; includes: Story Booklet and Task Cards, magnetic board and letters, stopwatch, CD-ROM Training Guide, 24 Grade-Specific Record Sheets, Class Summary Form. (Price applies to grades K, 1 and 2 kits, purchased individually.) \$275.00 for Complete Two-Year Classroom Kit; includes: same as above for two years. (Price applies to grades K, 1 and 2, purchased individually.) Grade 3 Complete Kits are \$150.00 Single-Year; \$200.00

		<p>Two-Year. \$54.95 for Fluency Probe supplement. \$123.00 for Replacement Kit. \$52.00 for 24 Grade-Specific Record Sheets. Spanish materials available.</p>
Wechsler Individual Achievement Test – II	Harcourt Assessment, Inc. 19500 Bulverde Road San Antonio, TX 78259 (800) 211-8378 (800) 232-1223 Fax www.harcourt.com	<p>\$399.00 for WIAT-II Kit; includes: Stimulus Book 1, Stimulus Book 2, 25 Record Forms, 25 Response Booklet, Examiner's Manual, Scoring Normative Supplement for Grades PreK-12, Scoring and Normative Supplement for College Students and Adults, Word Cards, Audiotape, and Bag. \$550.00 for Scoring Assistant Windows or Mac.</p>
Woodcock Diagnostic Reading Battery (WDRB)	Riverside Publishing 425 Spring Lake Drive Itasca, IL 60143-2079 (800) 323-9540 (630) 467-7192 Fax www.riverpub.com	<p>\$356.00 for WDRB Complete Test Materials Kit; includes: Test Book, Audio Cassette, Examiner's Manual, Norm Tables, and 25 Test Records. \$58.00 for Examiner's Manual. \$52.00 for Norms Table. \$48.50 for 25 Test Records. \$228.00 for WDRB Computer Scoring and Interpretive Program for Windows or Mac.</p>
Woodcock-Johnson III Test of Achievement Battery	Riverside Publishing 425 Spring Lake Drive Itasca, IL 60143-2079 (800) 323-9540 (630) 467-7192 Fax www.riverpub.com	<p>\$485.00 for Complete Achievement Battery; includes: Form A or B Standard and Extended Test Books, Examiner's Manual, Audiocassette, 25 Test Records and 25 Response Booklets, Scoring Software (Windows or Mac), Technical Manual and Scoring Guides. Individual components may be purchased individually.</p>
Woodcock Reading Mastery Test – Revised (WRMT-R)	American Guidance Service Publisher's Building 4201 Woodland Road Circle Pines, MN 55014-1796	<p>\$443.99 for WRMT-R Complete Form G and Form H kit; includes: Forms G and H Test Books, 25 each NU Form G and H Test Records, Sample NU Form, G+H Summary Record Form, Pronunciation Guide Cassette, Sample</p>

	(800) 328-2560 (800) 471-8457 Fax www.agsnet.com	Report to Parents, NU Examiner Manual, carry bag. \$550.99 for WRMT-R Complete Form G and Form H kit and ASSIST computer scoring software. \$303.99 for WRMT-R Complete Form G or Form H kit. \$50.99 for WRMT-R 25 Records Forms. \$35.99 for WRMT-R 25 Summary Sheets. \$114.99 for WRMT-R Examiner's Manual. \$120.99 for WRMT-R Easel. \$25.99 for 25 WRMT-R Report to Parents.
Words Their Way	Prentice Hall Publishing One Lake Street Upper Saddle River, MN 07458 (800) 922-0579 www.prenhall.com	\$34.00 for book or reproducible assessments and activities.
Yopp-Singer Test of Phoneme Segmentation	In journal <i>Reading Teacher</i> (Vol. 49, No.1, pp. 20-29) www.selu.edu/Academics/Education/TEC/yopp.htm	Free and print-ready on-line.

* Assessment pricing is current as of January 2005. Some publishers extend discounts to educators and offer reduced prices on large orders.